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ABSTRACT

This handbook was developed for teachers with hearing impaired students in their regular classrooms. A preliminary discussion on hearing impairments describes various degrees of aural handicaps, ranging from deafness to hard of hearing, and communication methods used in educating children with these handicaps. Activities for preparing nonhandicapped children to understand the special problems of the deaf or hard of hearing are described. Suggestions are made for introducing the handicapped child to future classmates and establishing methods of classroom communication. Suggestions are also made on modifications which can be made in the classroom's physical arrangement. Instructional methods, such as frequent use of visual aids in presenting lessons, are described, and recommendations are made on the kinds of special assistance that are available to the teacher in augmenting the aurally handicapped student's learning experience. A bibliography of books for children, parents, and teachers and a list of further resources are included. (JD)

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THE AFT TEACHERS' NETWORK FOR EDUCATION OF THE HANDICAPPED

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The Hearing Impaired Child in the Regular Class

By Barbara Aiello
Creator
The Kids on the Block

AFT Teachers' Network for Education of the Handicapped

American Federation of Teachers, AFL-CIO
Educational Issues Department

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The AFT Teachers' Network for Education of the Handicapped is intended to facilitate regular education teachers' ability to work effectively with handicapped children in their classrooms. The Network is involved in inservice training and preparation and dissemination of resources to teachers to help accomplish this goal.

In conjunction with its dissemination efforts, the Network is publishing a series of pamphlets on various disabilities for teachers who work with handicapped children. These pamphlets provide practical information for use in the regular classroom in relation to the following disabilities: hearing, visual, and orthopedic impairments; and special health problems, such as asthma and diabetes.

Carolyn Trice
Project Director

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Introduction

"It is important that educators, both special and regular, examine and reflect upon some basic ideas for making the mainstreaming process happen..."

"What I like best about my new school," says Ronnie J., "is that it's near my house so I get to go to school with my friends."

For Ronnie, who is disabled, going to school with his non-disabled peers is one example of educating special children in the "least restrictive environment" of the regular class or, in the vernacular of the day, evidence of "mainstreaming" in action. For Ronnie's parents, who must balance their child's special needs with their realization that Ronnie must learn to live in a non-disabled world; and for his teachers, who have begun to view Ronnie's disability as a manageable difference rather than a classroom problem, mainstreaming has become more than a series of directives from the central office for a legislative mandate drafted by their state's lawmakers. The process for parents, teachers and students, both disabled and non-disabled, has become a consistent, daily experience in living, working, and learning.

"Sometimes mainstreaming works well, sometimes it doesn't," says one teacher who has taught many children with all sorts of handicaps in her regular classes for over five years. "I think it's because the law, as important as it is, cannot mandate attitude change; and putting an ideal like mainstreaming into daily practice, is the real issue."

If this is true, it is important that educators, both special and regular, examine and reflect upon some basic ideas for making the mainstreaming process happen at the classroom, math group, playground, art class, study hall and reading corner level. And teachers need some introductory "how-to's" to initiate the process in the classroom and in the school.

This pamphlet is designed to help regular classroom teachers understand the practical issues regarding the mainstreaming process, as well as employ specific strategies that can make mainstreaming a successful experience in the regular class.

Hearing Impairments

Children who are hearing impaired can be either deaf or hard of hearing, and the term itself includes all kinds of hearing problems which may interfere with learning in any way. Children who have no hearing in either ear are termed "deaf" and have a more difficult time learning and using language than do children with lesser hearing impairments.

It is important to know that the sounds a hearing impaired child can or cannot hear would depend on how much hearing the child has, and what kind of hearing has been lost. There are two different kinds of hearing loss. One kind is referred to as a decibel loss. That means that the person hears all sounds much more softly than a person with normal hearing does. If you turn the television down low and try to listen to it for a long time you will find that you can understand the voices but you must pay close attention. After a short while, you will become quite tired.

On the other hand, a hearing impaired child in your classroom could have a frequency loss. "Frequency" refers to the pitch of a sound. So with a frequency loss, your student would hear some pitches better than others. For most people with a frequency loss, the higher sounds are harder for them to hear. Since our language is made up of high and low pitched sounds, a person with a frequency loss would hear all of some words, some parts of other words, and would miss some words altogether. For example, "leaf" and "leap" might sound exactly alike.

There are several methods used to teach hearing impaired children to communicate. Two of the most prominent approaches are called Manual and Oral. A

"...visual cues are essential to a deaf person's processing of information."

child taught through the Manual approach becomes proficient in sign language. Generally, the student learns the basics of the English language in a manual approach termed "Signed Exact English." Many hearing impaired adults communicate using Ameslan (American Sign Language). Ameslan is a separate and distinct language with sentence construction and grammar and concepts that are represented by signs. When commercials, speeches, the news, etc., are signed on television, the signer is using Ameslan.

When hearing impaired children are taught using the Oral method, the child is required to use residual hearing and to learn lipreading (speechreading). In addition, the child learns to speak to both hearing and hearing impaired persons.

For many years, educators of hearing impaired children have disagreed about the method which is most beneficial for them. Studies indicate that children are mainstreamed effectively when either method is in use.

One answer to the controversy has been to teach children using a method of "total communication." Here, hearing impaired children learn to sign, lipread, and speak. Many children who have been integrated into regular classrooms have become proficient in these areas.

Preparing Your Children For A Handicapped Classmate

I. Watching Television—"What it's like for hearing impaired children"

Objective:

To help children learn that visual cues are essential to a deaf person's processing of information.

Materials:

A short 16 mm film (select one with lots of action)

Projector

Paper and pencil for each student

Procedure:

1. Turn on the projector and have the children watch the film with the sound off.

2. As the children watch the film, note their reactions—i.e., restlessness, inattention, tension, talking, etc.

3. Watch the film again with the sound turned on. When the film is over, divide the whole class into groups of four children each. Have them read the following questions, write their own individual answers, then share answers with the group. What was the movie about? How were you able to tell? What things gave the plot away to you? What did you miss by not being able to hear?

Discussion:

In a larger group, discuss the following:

1. How did you feel watching a film with the sound turned off?

2. What were the best clues in the film that helped you to know what was going on?

3. Was the film ever confusing for you? When and why?

4. Do you think deaf people watch a lot of television or go to a lot of movies? Have you seen any television shows or movies that a deaf person might like and get a lot out of?

5. What sorts of things might help a deaf person understand a television program or a movie better? (Sign language from a friend, lipreading, signing on TV, captions at the bottom of the screen, subtitles, etc.)

Tell the children that deaf persons use their eyes to integrate things in the world around them. They watch carefully to learn what is going on. Talk with the children about deafness as an isolating handicap and how difficult it must be for a deaf person to interact with an active group of people.

Discuss the role of television in our lives and the effect that this medium has on deaf people. Ask the children if any of them have ever seen a television program with a sign language interpreter in the upper left or right corner of the screen. Some

may have seen the news in sign or the EXLAX commercial, which is the only advertisement on commercial television that is signed for the deaf community. There are those who feel that sign and captions are distracting to the hearing majority. Talk with the children about this.

In 1980 two of the major commercial television networks (NBC-TV and ABC-TV) added a printed-caption line to many of their programs, expressly for deaf viewers. Using a special decoder, which the deaf person must purchase, a deaf person can attach it to the television set and see a line of print which explains the action on the screen. For the rest of us, that caption is invisible. Deaf people are pleased with the device but not particularly pleased that they must make an expensive purchase (over $200 in some places) in order to enjoy television. Discuss this with the children.

II. "Do Hearing Impaired Children Hear Any Sounds?"

Materials:

Three or four sets of headphones

Children grouped in their usual reading or language groups with children seated in a circle, ready for a typical lesson

Procedure:

1. Explain to the children that deafness does not mean "totally deaf." Some deaf people hear bits and pieces of sounds and words and that some of them will experience this during their reading group lesson.

2. Distribute headphones to one half of the group.

3. Conduct the reading lesson in the usual way. Tell the children wearing the headphones they will be expected to participate the way they usually do. So, ask questions, ask children to read, to define words, explain plot lines, etc.

4. Observe the reactions of both the children wearing the headphones and those who can hear normally. Note frustration levels, tension, effort, and resignation.

Discussion:

Stop the experiment after approximately five minutes. Ask the children to remove their headphones and ask the group the following questions:

1. What were the sounds like as you wore the headphones?

2. What sounds were easier to hear, what sounds harder?

3. Did anyone in the group have a voice that could be heard?

4. How did you feel wearing the headphones? Did you feel unusual with them on your head and covering your ears?

5. Did you ever feel like giving up? Did you? Why or why not?

Refer to the section entitled "Hearing Impairments" and discuss with them the difference between a decibel and a frequency loss. Tell the children that some words were easier to hear than others, and most likely they found themselves listening for certain sounds and words.

Discuss lipreading and ask the children if any of them used lipreading techniques to help them understand what was being said during the lesson. Tell the children that sometimes the distortion of sounds, like those they experienced, distracted them from being able to lipread, or to watch the group for clues as to what to do next.

Refer to the children's feelings about wearing headphone. Relate these to feelings that deaf people sometimes have toward hearing aides. Sometimes, children with a hearing impairment are reticent about their appliances and it is most important to make the person feel comfortable and accepted so that all can work and play together.

Finally, discuss with the children things teachers should be aware of if they have a hearing impaired student in their classroom. Drawing on their recent experience with distorted sound, what can a teacher do to make sure that the student with a hearing impairment is getting the most out of a lesson and feels comfortable with the other children?

"...deafness does not always mean 'totally deaf.' Some deaf people hear bits and pieces of sounds and words..."

"Remind your students that the word is 'deaf' not 'death;' and the term 'deaf and dumb' is no longer used."

In Your Classroom— A Place to Begin

THE FIRST WEEK— OFF TO A GOOD START

Contact your special education department, or local chapter of either the Alexander Graham Bell Society or Association for the Deaf and ask that free materials and pamphlets be sent to your class. These materials will help your children understand a bit more about hearing impairments and how people with hearing losses are able to communicate. Be sure to discuss the "manual" and the "oral" approach to communication with your new student's former teachers and/or resource teacher so that the materials you provide will complement your student's communication style. Invite a person with a hearing impairment to join your class for a discussion about communication and allow your students to ask questions about hearing loss. Remind your students, especially the younger ones, that it's "deaf," not "death"; and "deaf and dumb" is a term no longer used.

If your new student uses sign language, invite a colleague to help you and your class devise special name signs for each student. Many children who sign give themselves special name signs by combining the first letter of the first name, for example, with a sign for a hobby or favorite food. As each child develops a special sign, the mainstreamed child will be welcomed in a special way into the regular classroom.

In addition to the children in your class, suggest that school personnel (bus drivers, custodians, cooks, office workers, playground supervisors, aides, other teachers, administrators, etc.) learn some helpful things about children with hearing impairments. A library display on hearing aids, complete with a display of children's literature on hearing impairments might be helpful. In addition, hall bulletin boards, or short memos might convey concise information.

Since it is both the right and the responsibility of the regular class teacher to participate in the planning process for the mainstreaming of any handicapped child into the regular class, you should be given ample time to prepare for the arrival of your new student. When you have received the name of your new student, insist that time is allowed for you to communicate with the child's special education teacher, speech and hearing teacher, counselor and/or resource teacher. Time should also be arranged for you to observe the child in the special setting. Watch the child communicate and follow directions and, even if you need a interpreter, take time to chat with the child about special interests, what it's like to have a hearing difficulty, and some of the things you'll be doing in the regular class. Many times, the special children themselves are not contacted with regard to the mainstream setting when, in fact, they may be able to offer many helpful suggestions about the special ways they do classwork, projects and other assignments.

Several days prior to arrival, invite the student to your class. Show the child the variety of visual materials you have on hand for the study of special subjects and the acquisition of skills. Since the child with a hearing impairment is a visual learner primarily and takes many cues from the things seen around the classroom, a tour of the room and materials will be especially helpful. Maps, charts, diagrams, puzzles, and manipulative materials of all kinds will help your student learn and reinforce specific concepts. A first hand look at these before the first day in the regular class will help the hearing impaired child feel more confident in the new placement.

GETTING READY

When you know that a deaf child or a child with a hearing impairment will join your class, gather information regarding

the child's current special education setting. Be sure to inquire about the methods used to teach the child communication skills and determine whether the child is an "oralist," that is, a student who uses lipreading techniques, a "manualist" who uses sign language, or a "total communicator," who signs in tandem with lipreading and speaking.

In order to facilitate the most effective planning, you should be given ample notification before a handicapped child is placed in your classroom. When possible, several months prior to the mainstreaming placement, have your class and the hearing impaired child's special class exchange letters, pictures, etc. One teacher whose students corresponded with children in a school for the deaf shared "video letters" with each other. The children made photograph albums and scrapbooks about class trips, plays and stories and regularly shared them with their hearing impaired pen pals. In this way, the regular class students learned about their new classmate and some of the things that other hearing impaired children participated in prior to that child's participation in their regular class.

Following a relationship based on "video letters," one sixth grade teacher from a local school for hearing impaired children arranged an "exchange student" program. After the sixth graders learned some basics about sign language and lipreading, three students from each class visited each other's school on a regular basis. "For us, our exchange program helped the mainstreaming process get off on the right foot," said one regular class teacher. "The children got to know one another gradually and I had the opportunity to gradually become comfortable and confident teaching a deaf child in my sixth grade."

CLASSROOM MODIFICATIONS

In discussions with more than two hundred regular education teachers who have worked with hearing impaired children in their classes, Jack W. Birch, professor of special education at The University of Pittsburgh, finds the following suggestions especially helpful for them and outlines many of these in his book, *Hearing Impaired Children in the Mainstream* (The Council for Exceptional Children, Reston, Virginia, 1975):

1. It is helpful to note that, for children wearing hearing aids, the appliances make sounds louder but not necessarily clearer. The hearing aid is usually quite helpful to the child, especially for the work required in your classroom, but it is not the whole answer to helping the child understand.

2. To faciliate understanding, other persons, including the child's friends and partners, as well as the teacher, should be in close proximity to the child.

3. Discuss the seating of the hearing impaired child with the resource teachers. Generally, your new student should be placed so that there is face-to-face visibility between the teacher and the student during teaching sessions. Encourage your student to change positions when needed and to experiment with seating arrangements during your first weeks together.

4. Supplement your oral presentations with natural gestures and visual cues. One regular class teacher invited the mainstreamed child's hearing specialist to the classroom prior to the child's placement. He taught a lesson in his usual fashion, then asked the special educator to work with him on adding visual cues and/or aids to his presentation. Later he found that these additions were of distinct benefit to many other non-disabled students as well.

5. When using films in your classroom, captioned films are especially useful. Since the sound is supplemented with printed material on the film, many children, including the hearing impaired student will benefit. There are hundreds of captioned films in each grade level and information about these can be obtained from The National Captioning Institute, Inc., 5203 Leesburg Pike, Bailey's Crossroads, Virginia.

6. Supplementary pictures, charts, and diagrams, will be especially helpful. Ask the special education teacher who has taught the hearing impaired child to ob-

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"Expect your hearing impaired student to accept the same responsibilities for considerate behavior, homework, and dependability as are required of others in your class."

tain some in your content area or grade level for you. Determine with the special educator which areas are most suited to visual aids, and plan to use these when the child enters your class. One sixth grade teacher enlisted her children to prepare math charts and diagrams for her so that the class would be ready when the hearing impaired student entered.

7. You will be able to make your points more clearly if you write key words, expressions, or phrases on the chalkboard prior to the lesson. Ask the hearing impaired student's friend or work partner to go over these before the lesson begins.

8. There are times when some hearing impaired children need special help remembering to be quiet during quiet work or study periods in your class. Since many hearing impaired children cannot hear the sound of their own voices, they often are not aware of the sounds they make. If it is important to you that your class stay quiet during an important assignment, help the hearing impaired student to comply as well.

9. If you are teaching your students to read, your special education resource person should be able to help you find reading methods which are not phonetic in nature so that your hearing impaired student will benefit. Sounding out words is not the most effective way for hearing impaired students to be taught. Be sure to receive adequate help from the special education department regarding an appropriate reading program (one that is more visual in nature) prior to the student's entrance into your regular class.

10. Since it is very difficult for hearing impaired students to take notes while they are watching the faces of the teacher and other students, a partner system can be arranged so that the student receives the necessary notes. Assign two students to make carbon copies of their notes and give the copy to the hearing impaired classmate. If the student receives special help in the resource room, provide the special education teacher with a list of key words or phrases that can be previewed and/or reviewed in the resource setting.

11. Go over class standards with your hearing impaired student, especially if the student arrives after the beginning of the school year. Expect your hearing impaired student to accept the same responsibilities for considerate behavior, homework, and dependability as are required of others in your class.

12. The majority of hearing impaired students may still have some hearing, have been fitted with hearing aids, and in auditory training sessions have been taught to use their remaining hearing. Just as you would encourage a child with glasses to bring them and wear them every day make sure your hearing impaired student is wearing a hearing aid. The student may be reticent and feel uncomfortable wearing an appliance in a regular classroom. It might help to discuss the hearing aid with the student and with the regular class children as well. Invite someone to demonstrate the use of a hearing aid to your class. Have some hearing aids available, and allow some of the non-disabled children to try them out. When other children understand the appliance, the hearing impaired child may feel more at ease in the regular classroom.

13. If oral reports are a basic part of your class sessions, discuss this with the special education teacher who is responsible for helping you with your hearing impaired student. Many hearing impaired students can be given the same opportunities to make reports orally if given adequate notice and time for preparation. Many learn to speak as part of their special education experiences, so small group oral report work can be an extremely healthy adjunct to their programs.

14. Your hearing impaired student needs to know any special "in" words or expressions used by your regular class children, by you, or by other children in the neighborhood. Making and maintaining a class dictionary of common terms can be of special help to the hearing impaired student and of general value to the class as well.

15. Since most hearing impaired adults report that a hearing impairment or deafness can be the most isolating of disabilities, your new student will need encouragement and help making child to

child contacts in your classroom and in the school. Create a comfortable environment at the start through the use of a buddy system. Use some of the strategies you employ when any new student comes into the class. This will aid immensely in expanding the hearing impaired child's avenues for communication.

Of Tensions and Telethons

Carpenters, dentists, chefs, librarians, plumbers, lab technicians, teachers—for the most part we grew up in an environment which did not include disabled people. With the exception of those of us who had the good fortune to have a disabled sibling, parent, cousin, or niece, most of us have had few consistent encounters with disabled people.

As recently as ten years ago many disabled children went to separate schools, rode separate school busses, went to different camps. Public transportation was inaccessible to most disabled adults so many of them were not part of the work force or the social scene. As a result, many people, including teachers, felt a certain degree of discomfort or tension when the ice was finally broken and disabled people gradually became an obvious part of our lives.

As teachers, it is important to recognize these fears and to understand that our feelings are natural ones. And, the more we live alongside our disabled neighbors, work with our disabled colleagues, and teach our disabled students, the more comfortable we will become.

"It's the telethon mentality that gets in the way," says Annette Lauber, a regular class teacher in the Raleigh, North Carolina public schools. Annette has cerebral palsy and uses a wheelchair and often discusses the issue of mainstreaming with her colleagues in her school. "We've seen too much of charming disabled children, usually referred to as 'helpless cripples' and most often paraded across a stage while a weeping star begs the audience for money," says Lauber. "As a result the general public thinks of disabled people in very dependent, unrealistic terms."

Lauber contends that her ability to function as a wage-earning, tax-paying, competent adult has as much to do with her early mainstreaming experiences as with her own perseverance. "I went to regular public schools because my parents believed that I must learn to live in the non-disabled world." Lauber recalls. "Children stared, I invited their questions. Teachers modified materials for me and my fifth grade class was moved to the first floor of the school rather than up the flight of steps, to the second. But most important, non-disabled kids learned a valuable lesson by observing me. They learned that a person can do something in a different way and still do it just as well. When disabled children work and play along side non-disabled kids, the benefit is great to both groups."

"...the general public thinks of disabled people in very dependent, unrealistic terms."

BOOKS FOR CHILDREN

Adkins, Jan, *Symbols: A Silent Language*, Walker, New York: 1978. (10 years and up)

Baker, Margaret J., *The Sand Bird*, Thomas Nelson, New York: 1973. (10-12 years)

Corbett, Scott, *Dead Before Docking*, G.K. Hall, Boston, MA: 1972. (10-12 years)

Corcoran, Barbara, *A Dance To Still Music*, Atheneum, New York: 1974. (10-12 years)

Davidson, Mickie, *Helen Keller's Teacher*, Four Winds Press, New York: 1966. (10-12 years)

Hunter, Edith, *Child of the Silent Night*, Houghton, Mifflin, Boston, MA: 1969. (10-12 years)

Levine, Edna S., *Lisa and Her Soundless World*, Human Science Press, New York: 1974. (10-12 years)

Litchfield, Ada B., *A Button in Her Ear*, Whitman Co., Chicago, IL: 1976. (6-9 years)

Myller, Rolf, *Symbols*, Atheneum, New York: 1978. (6-12 years)

Peterson, Jeanne Whitehouse, *I Have a Sister—My Sister is Deaf*, Harper and Row: 1977. (5-8 years)

Reynolds, Marjorie, *A Horse Called Mystery*, Harper and Row, New York: 1964. (10-12 years)

Robinson, Veronica, *David in Silence*, Lippincott, Philadelphia, PA: 1965. (10-12 years)

Stein, Sara Bonnet, *About Handicaps*, Walker and Co, New York: 1974. (10-12 years)

Wolf, Bernard, *Anna's Silent World*, Lippincott, Philadelphia, PA: 1977. (10-12 years)

The following materials are available from the
National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 10910

Andrews, Jean, *Ed's Off Day*, Illustrated comic book tells the story of Ed's problems at school. Key vocabulary words are illustrated in sign language.

Pahz, James and Cheryl, *The Girl Who Wouldn't Talk*, The story of Robin, a little deaf girl, and the problems she faces growing up in a world where everyone talks. The story shows how she learns to talk with signs.

_____, *Robin Sees a Song*; (1977). One night a deaf girl is visited by a song.

_____, *Ben's Quiet World*, Ben's hearing sister explains to her friends all about Ben's speech, hearing aid and signs.

BOOKS FOR TEACHERS AND PARENTS

Birch, Jack W., *Hearing Impaired Children in the Mainstream*, The Council for Exceptional Children, Reston, VA: 1975.

Bookbinder, Susan R., *Mainstreaming: What Every Child Needs to Know About Disabilities*, Exceptional Parent Press, Boston, MA: 1978.

Bowe, Frank, *Handicapping America*, Harper and Row, New York: 1978.

Charlip, Remy and Anconna, M.B., *Handtalk: An ABC of Fingerspelling and Sign Language*, Parent's Magazine Press, New York: 1975.

Cleary, Margaret, *Please Know Me As I Am*, (A guide to help children understand their handicapped peers.) Exceptional Parent Press, Boston, MA: 1975.

Greenberg, Joanne, *In This Sign*, Holt, Rinehart and Winston, New York: 1976

Kappelman, Murray, *Between Parent and School*, Exceptional Parent Press, Boston, MA: 1976.

Kamien, Janet, *What If You Couldn't?...A Book About Special Needs*, Charles Scribner's Sons, New York: 1979

Moores, Donald, *Educating Deaf Children—Psychology, Principles and Practices*, Houghton Mifflin, Boston, MA: 1978

O'Rourke, Terrence J., *A Basic Vocabulary of American Sign Language for Parents and Teachers*, T.J. Enterprises, Inc. (see National Association for the Deaf listed in this section): 1978.

Paul, James L., et. al., *Mainstreaming: A Practical Guide*, Syracuse University Press, Syracuse, NY: 1977.

Ross, Ruth-Ellen, Handicapped People in Society, (A curriculum for non-handicapped children), Silver Burdett: 1979

Spradley, Thomas and Spradley, James P., *Deaf Like Me*, Random House, New York: 1978.

West, Paul, *Words For a Deaf Daughter*, Harper and Row, New York: 1970.

Wright, David, *Deafness*, Stein and Day, New York: 1970.

_____, *The Deaf Child in the Public Schools: A Handbook for Parents*, National Association for the Deaf: 1978.

RESOURCES

The following organizations offer free and inexpensive materials that can be added to classroom learning centers on deafness and hearing impairments.

Public Service Programs
Gaullaudet College
Washington, D.C. 20002
"What Every Person Should Know About Heredity and Deafness"
"Words Above a Whisper"
"An Apple for the Teacher"
"Stuck for the Right Word)"
"Deafness Briefs: Information on Deaf Adults"
"Facts About Deaf-Blindness"
"A Look at Fingerspelling"
"A Look at American Sign Language"
"American Sign Language: Fact and Fancy"

Public Affairs Pamphlets
381 Park Ave., South
New York, NY 10016
#479 "Helping the Child Who Cannot Hear"

American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852
"How Does Your Child Hear and Talk"
"Recognizing Communication Disorders"

National Easter Seal Society
2023 West Ogden Avenue
Chicago, IL 60612
a-217 "Do's and Don'ts for Parents of Pre-School Deaf and Hard of Hearing"

Alexander Graham Bell Association for the Deaf
3417 Volta Place, NW
Washington, DC 20007
"Listen! Hear!"
"You Are Part of the Team" (Informational brochure on A.G. Bell Association)

Scouting for the Deaf
No. 3060 Supply Division
Boy Scouts of America
North Brunswick, NJ 08902

The National Association for the Deaf
814 Thayer Avenue
Silver Spring, MD 20910

United States Environmental Protection Agency
Office of Noise Abatement and Control
Washington, DC 20460
"Think Quietly About Noise"
"Hear, Here"
"Noise and Your Hearing"

In addition to free materials, the National Association for the Deaf offers children's books printed in signed English. They range in price from $2.00 to $4.50 and are available from NAD at the above address:

"Be Careful"
"Cars, Trucks, and Things"
"How To"
"Julie Goes to School"
"The Clock Book"
"The Three Little Pigs"
"Nursery Rhymes From Mother Goose"
"Little Red Riding Hood"
and many more....

The International sign for "I LOVE YOU." Available in stickers, seals, bumper stickers and T-Shirts.

THE KIDS ON THE BLOCK

The Kids on the Block are a troupe of disabled and non-disabled puppets designed to teach children in regular classes what it's like to be handicapped. The classroom teaching kit contains six child size puppets (Mandy is deaf, Renaldo is blind, Mark has cerebral palsy, Ellen Jane is retarded and Brenda and Melody are non-disabled), scripts on tape cassettes, an extensive teacher's guide of classroom activities and other teaching materials. Developed by Barbara Aiello.
For information write
The Kids on the Block
3509 M Street N.W.
Washington, D.C. 20007